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ABSTRACT

Few jobs with any prospects for advancement are expected to be available to poorly skilled students, especially limited English proficient individuals with insufficient reading skills. The consensus is that continuing to allow a disproportionate number of minority or disadvantaged students to pass through the education system without meeting high standards of achievement means they are likely to end up in dead-end jobs or on welfare. Recent findings from the field suggest that one of the barriers to better programs for underachievers is that educators are skeptical about students struggling with basics being capable of higher order thinking and problem solving. Among the topics examined in this paper are the following: defeatist attitudes for the older poor reader or non-reader; types of approaches to teaching beginning reading; opposing arguments about teaching methods; inherent problems with low-level reading skill instruction; mental processes that occur while reading; profiles of at-risk adult students; the underdeveloped basic skill of listening and speaking; the failure of traditional methods of teaching beginning reading to adult at-risk students; and the link between higher literacy skills, college programs, and jobs. (LB) Adjunct ERIC Clearinghouse on Literacy Education

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CRITICAL LITERACY HOW CAN THE LIMITED PROFICIENT ADULT BE ACADEMICALLY SUPPORTED AND ENABLED TO GAIN THE NECESSARY KNOWLEDGE IN READING/WRITING COMMUNICATION SKILLS TO SUCCESSFULLY COMPLETE A DEGREE PROGRAM FOR INTEGRATION INTO THE WORKFORCE

by

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Presentation given at Conference of the National Association for Adults With Special Learning Needs, August, 1991.

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Abstract

The paper explores the question Can the Limited English Proficient adult be academically supported and enabled to gain the necessary skills to successfully complete a degree program for integration into the workforce? Only 9% of those with literacy problems are being reached by current programs (Abrams. & Smolen,1973)

However because of innovations that have been introduced through the reading support system, Easy Steps to Reading Independence (ESTRI) (Biggins. 1990), adults are now realizing success in overcoming their literacy problems and are training for a degree program for integration into the workforce

Unlike in past generations, few jobs with any prospects for advancement are expected to be available to poorly skilled students General consensus is that, continuing to allow a disproportionate number of minority or disadvantaged students to pass through the education system without meeting high standards of achievement means they are likely to end up in dead-end jobs or on welfare.

DISTURBING STATISTICS

The Labor Department estimates that three-fourths of the workers losing jobs because of industry changes do not have the necessary reading and writing skills to be retrained. Perhaps 5% of all adults read below 4th grade level; the largest group of adults with literacy problems function below 8th grade level. Only 9% of those with literacy problems are being reached by current programs (Abrams, & Smolen,1973) Tragic cases exist of young men and women who attended classes and behaved decently and were given a high school diploma, although they had not received a high school education. They couldn't read or write with enough proficiency to hold down any kind of job (Albrecht, 1984)

The report, "Accelerating Academic Achievement: A Summary of Findings From Twenty Years " warns that the school system is only producing a very small percentage of students who can do college level work According to the report, only 2.6% of the graduating high school seniors can write a good letter, 5% read and understand a short, complex article While more students appear to be gaining the basic skills in the subjects tested few are able to demonstrate high order applications of these skills (Bertch J. 1987)

CRITICAL LITERACY:

Government officials and educators are struggling to deal with a complex educational system, but are unable to cope with the high school dropout rate which is approaching 40%. In New York City, 96.7% of students placed in Special Education never get out. Only 4% graduate at the end of their senior year (Shanker, 1986). Occupations requiring the most education are expected to increase most rapidly and a high school diploma is no longer sufficient for job security.

FAULTY LEARNING/TEACHING REFORMS

American education is stuck today on well-intentioned, deeply traditional, but flawed ideas about learning and teaching. Experts are arguing with increasing frequency that the classroom approach typically taken with disadvantaged students and low achievers are characterized by lockstep-sequenced basic skills reading/ writing instruction with watered down remedial content and few opportunities for students to learn actively or to exercise critical thinking or to ever master high caliber academic content. Critics of educational reform policy point out that its focus has been too narrow to achieve either educational excellence or an increase in the competitiveness of the U.S. labor force. The value of reforms which add more to the same academic course curriculum requirements without improving teaching methods is considered suspect (Grant & Snyder, 1984) Inadequate basic skills remain a significant and growing concern. There is a direct relation between basic reading/writing skills and economic well being of individuals, families, jobs, and country. These researchers point out that poor basic skills form a barrier to economic self-sufficiency and functions as an underlying cause of such social problems as unemployment, dropout, teen parenting, welfare dependency, and decline in workforce productivity growth. In seeking educational and economic competitiveness for all people, educational reformers must focus on increasing reading/writing skills. Employers report serious deficiencies in reading and writing skills. There is a great deal of concern that the "academic excellence" movement has failed to target those most at risk of academic and economic failure (Smith, 1982).

The National Assessment of Vocational Education recently called for integrated academic and vocational curriculum as a means of assuring that students will be well equipped with fundamental academic skills, providing an applied context that reinforces and enhances academic skills and motivates students to excel in both academics and vocational courses. Including or reinforcing academic skills in existing vocational courses

can be done, they argue, by including basic skills modules or by including modules on problem solving, critical thinking skills, and other higher order abilities.

Some experts warn that excluding "low tech" programs from reform efforts will limit their effectiveness in reaching the non-college bound students. Large groups of students should not be excluded, especially those most at risk of academic and economic failure. To this effect, President Bush recently signed the Earl D. Perkins Amendment of 1990. The new law authorizes major changes in the federal vocational education programs by requiring that funds go only to programs that integrate academic and vocational education and lead to academic and occupational competencies. The question is there, Can the limited proficient adult be academically supported and enabled to gain the necessary knowledge in reading/ writing communication skills to successfully complete a degree program for integration into the workforce?"

FINDINGS FROM THE FIELD

Remedial program are frequently faulted for over- emphasizing basic reading/writing skills at the expense of application, problem solving, and critical thinking. One of the barriers to better programs for underachievers is that educators are skeptical as to whether students struggling with basics are capable of higher order thinking and problem solving. Too often are students crippled with what they see as authentic problems for which they see a need to master the basics or, if they have actually mastered the basics, to begin to apply them.

There are few studies in beginning reading that have been conducted with adult populations. To get an idea of the problem, a look at studies done at the elementary school level will be helpful. LaShell (1987) examined the achievement of reading disabled students in grades 2 through 6 in two school districts. One district matched student learning preferences in method of teaching reading, the other did not. The students in the matched district gained 15 months on the Gray Oral Reading Test over the course of the school year, while those in the unmatched district gained only 5 months, a difference that was statistically significant. While a gain of 15 months in one school year is impressive, such gains are often achieved by more conventional programs that do not involve matching (Chall, 1987).

Robinson 's study (1972) examined 448 subjects in two school districts. She found only 26 students with a visual preference, and 24 with an

auditory preference. The districts were chosen because of their long term use of either phonics-based or sight-word reading program. Examining achievement at the end of the school year, there was found no evidence of interaction between modality preference and method of instruction on the Metropolitan Achievement Test or the Gray Oral Reading Test. In fact all methods of teaching reading used in the classroom involved a great deal of sensory input in all modalities.

The Whole Language movement has accelerated in trend because Whole Language theorists see all the modalities of language, speaking, listening, reading, writing, as interwoven. The practice of training students on discrete skills has quickly come under harsh attack in the areas of reading. Wittrock, Marks and Doctorow (1975) found that children are better able to process unfamiliar words if they are embedded in a familiar, as opposed to an unfamiliar, story. Bremilla (1970) found that graphemic substitutions increased toward the end of first year of school as children apparently find it easier to guess than to decode. Perfetti and Hagaboam (1975) found that more skilled comprehenders can recognize a word faster than less skilled comprehenders. Poor readers rely on initial parts of words and fail to synthesize cues from medial and final places. They are less facile with the spelling-and-sound correspondences in English. Comprehension suffers if too much attention has to be given to decoding.

Perfetti (1975) demonstrated that children's ability to read is facilitated almost as much by their having heard the word before as by their having heard and seen it before.

ALARMING DEFEATIST ATTITUDE FOR THE OLDER POOR- OR NON-READER

There is a growing belief among educators that the solution to the problem of functional illiteracy among older at-risk students does not lie in a promotional or remediation policy at all, but in pre-school and other Early Childhood programs that insure that children, no matter how poor or deprived at home, are ready for elementary school. Chancellor Fernandez of the New York City Board of Education stated that he was in favor of such an approach. Educators are heralding President Bush's proposal to add a half billion dollars to the National Head Start budget as a brilliant investment which could be the cornerstone of a National Early Childhood Development policy and the down payment on a promise to be the "Education President" (Schwenhart & Weibait, 1990). The idea is to make

sure that students do not start kindergarten or first grade already behind (Berger, 1990) Some educators have stated that, if there is a bottom line in the drop-out literature , it is that with early detection more students could have been helped (Smith-Burke, M. Trika, et al. 1987).

Which is another way of saying those unfortunate students who have not been detected earlier to have had learning problems in reading/writing are now beyond help. Are, then, students who are above first grade in high school and adults who have not mastered functional literacy to be written off as incapable of being helped to master this critically necessary reading/writing skill?

TYPES OF APPROACHES TO TEACHING BEGINNING READING

Resource rooms tend to over-emphasize decoding and word recognition activities to the detriment of reading connected texts (Allington 1980) For children reading at second and third grade levels reading more connected texts has been shown to relate to higher reading achievement. The results of the studies contrasting code-emphasis and whole-word methodologies and those contrasting code-emphasis and language experience approaches appear to indicate that code-emphasis approaches produce significantly higher achievement as initial reading approaches. These are the results reflected in the review of the Commission on Reading of the National Institute of Education, Becoming a Nation of Readers (Anderson et al. 1984))

Whole language instruction Goodman, Smith & Meredith, 1987) has been gaining a foothold in schools over the past five years. Whole language is a model of instruction based on theory and research in reading process (Smith,1982) writing process (Calkins, 1986) and the development of readiness (Clay,1983; Goodman & Goodman, 1981) Teachers have recognized that, compared to traditional skill-basics instruction. Whole Language instruction helps students become enthusiastic readers and writers in ways more compatible with their natural approach to language learning. The results of the studies contrasting code-emphasis and whole-word methodologies and those contrasting code-emphasis and language experience approaches appear to indicate that code-emphasis approaches produce significantly higher achievement as initial reading approaches. Whole Language focuses on the construction of meaning. Beginning in kindergarten, children compose stories in "Writing Workshops" (Calkins,1986) and learn to read from their writing (Hansen,1985) and from shared reading of high quality literature and

stories. The teaching of skills occurs as teachers observe that children are developmentally ready and have a functional need for them in reading and writing. Furthermore, attention to skills occurs within the context of a whole story or text. Teachers help children become effective readers

ARGUMENTS FROM OPPOSING CAMPS

Chall (1987) who for years has carefully monitored the research, says that direct teaching of skills and the opportunity for children to explore on their own are both necessary: "the research does not support the claims of some that skills and know-how develop naturally from "just reading." Indeed, it shows that development is enhanced by skills, particularly among those making slow progress--children from low-income homes and those at risk for learning disabilities." Without the fluent recognition of words, the so-called lower skills, the higher cognitive skills do not function in reading comprehension " (1988, pg. 12) Chall suggests that reading development can be described as a series of qualitative stages with the stage of current learning supplanted by an extended text reading stage, in which students practice recognized words until they can read them automatically. Maclean (1988) justifies phonics as a form of "instructional representation", a technique for getting novices to a point where they can begin to use the strategies of the experts, a way of getting children off to a good start on the path of learning to read. This stage begins in second grade and continues through fourth grade.

Psychologists object that skilled readers don't use the kind of skills they are taught in phonics programs. Carbo (1986) argues that, in spite of the emerging consensus regarding the importance of phonics instruction in beginning reading, phonics is not appropriate for every child because most children in the primary grades are "global/tactic/kinesthetic learners. She suggests that the currently used phonics and whole-word methods are less appropriate than "holistic" reading methods that involve "hands-on" experiences, language in experience stories, and high interest stories. Many of the issues that are important at the initial stages of instruction (i.e., phonics vs. whole-word) are less relevant later, when students begin to handle larger portions of text and must learn to read words automatically.

Samuels (1988) explored the possibility of blending phonics into the holistic approach. He argued that reading as a holistic act cannot be dissected into sub-skills that are arranged in a hierarchy. Students must

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begin with a meaningful whole: they should use all the behaviors proficient readers use. Whole Language advocates thinking. We can enable children to do this by initially offering them familiar predictable materials.

Unfortunately many Whole Language advocates have abandoned effective elements of traditional skill-based instruction (Heymsfeld 1989). Basically Whole Language is an approach that teaches reading as a holistic activity. It opposes the current practices of allowing basal readers that dominate the reading program and focus on sub skills of reading, such as decoding, finding details, identifying main ideas, understanding cause and effect and making inferences.

INHERENT PROBLEMS

Research suggests that today's emphasis on low-level reading skills is counter-productive for many poor readers. Students given direct instruction in skills such as drawing inferences, detecting faulty arguments, or using knowledge of story grammar showed significant improvement in reading performance (Carbo, 1983). Cautions have been raised, such as, when we try to apply the idea of not teaching separate skills how do we help students who are unable to understand what they read? What happens when a student cannot summarize? What do we do when students do not seem able to find those details that would help them to make predictions? What if the questions they generate do not lead them to a growing understanding of the text?

MENTAL PROCESSES OCCURRING WHILE READING

Skilled reading depends upon perceptual, linguistic and cognitive processes. Reading difficulties reflect inadequate development of one or more of these processes. Adams concedes that some of the processes may be especially problematic for the young reader. Skilled reading is thought of as a product of both analytic and synthetic activities. Information is propagated through increasingly comprehensive levels of analysis from letters to word identification to synthetic and semantic structures. This is called bottom-up processing. While this is happening, the previously activated elements at each level are competing for completion, and as they do so, they reciprocally prime or facilitate the processing of their matching elements. This is called top-down processing. For the skilled reader, top-down and bottom-up processing are occurring at all levels of analysis simultaneously. The system depends equally upon information in the reader's mind and information in the written text.

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If the reader lacks critical skills or knowledge, he must compensate by either taking extra processing energy (e g articulating a particular word) or by relying on top-down processes to evade the problem (e g use contextual information to infer meaning of an unfamiliar word) (Adams, 1978)

In order to understand text, the reader must recognize words and analyze syntax. Also, he must access and organize the appropriate conceptual knowledge. This depends on a variety of syntactic knowledge and processes. There are two classes of difficulty at the syntactic level: the completeness with which a reader can link the meaning of the text onto his own conceptual structures and the reader's ability to organize the meaning of the passage. Other *problems at mapping* are also lack of word knowledge, lack of appreciation of pragmatic connotations of discourse; differences between the dialects of the student's reading materials and his oral language environment; difficulties in coordinating references; difficulties with metaphors and figurative language; and difficulties in appropriately altering his point of view. The reader's ability to recognize concepts in a text is crucial to comprehension. In order to comprehend the passage, the reader must be sensitive to the relative importance of various concepts introduced in the text (Johnston, 1985).

Palincsar and Brown (1988) developed a procedure they call "reciprocal teaching" in which they teach students to use four main strategies: summarizing, asking a question, classifying, and predicting. They have found this procedure to promote both comprehension and ability to monitor (self-correct) comprehension.

Other researchers have been experimenting with approaches such as story framing, story grammar, story maps, and formal expository text structures (Cudd & Roberts 1987). These strategies provide students with schemata that allow them to approach a new task and organize information for better understanding.

Some possible explanations for reduced memory capacity for sight words are that the span increases with age; students fail to chunk or organize material for efficient storage; and differential effort students effect in encoding information to be remembered.

SOME PROFILES OF AT-RISK ADULT STUDENTS

Rosa, an 18-year-old Spanish-dominant young woman, received, in her WISC test a Verbal IQ score of 58, a Performance IQ score of 97, and a Full Scale score IQ of 72. The wide discrepancy between the Verbal and

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Performance IQ scores showed intra-test scatter and functional immaturity. Great variability of functioning is also evident within the Performance areas varying from 'average' (picture completion, picture arrangement) to 'severely limited' (scaled score 1). In her average ability to discriminate essential from non-essential details and social comprehension she was measured by a non-verbal test Academic functions are at a very basic level reading, writing and arithmetic at third grade level She runs away from home for days and she is reported sexually promiscuous

Twenty-year-old Ezechiel is intellectually functioning within the mentally deficient range WISC Verbal IQ 49, Performance IQ 75 and Full Scale IQ 59. Reading and spelling ability is less than grade 3, arithmetic ability measures at grade 3.8. His school record reported that his retention, comprehension, and literal knowledge needed improvement, that his interpretative and evaluative comprehension was unsatisfactory, that his vocabulary needed remediation and that he was unable to write even simple sentences or to express his ideas in writing. His outlook on life is pessimistic.

THE UNDERDEVELOPED BASIC SKILL OF LISTENING/ SPEAKING

Of all basic skills, listening and speaking are the most fundamental to learning both in school and throughout life Reading presumes a level of synthetic proficiency that is not required for listening. According to experts in the field of oral communication, and our own direct knowledge people learn naturally to communicate orally, but they don t necessarily learn to do so effectively. The Vanderplank & Daly (1988) study reports on a nationally representative sample of more than 200 people, aged 21-25, who were asked to perform a number of oral communication tasks. Based on the results, the researchers concluded that one-fourth of the sample could not adequately communicate orally This is especially disconcerting in today's workplace where in so many careers face-to-face oral communication is now essential

Teachers can help students learn speaking and listening skills by having them summarize orally, talk aloud when solving a problem, and work collaboratively Teachers need to call attention to the process of expressing oneself clearly and listening critically

Experts in the field advocate integrated instruction in speaking and listening skills across the curriculum Dr Rubin, visiting Professor of

Communication Arts at the University of Cincinnati enumerates some of these skills free skill areas of speaking, listening, creative drama, non-verbal communication, mass media awareness, oral study of the effects of culture on communication and delivering a persuasive speech. He stresses that educators need to teach oral standard English to empower students within the mainstream culture. There is no standard oral language. Dr. McCrosley Chair of Communication Studies at Western Virginia University states that perhaps the most powerful argument in favor of instruction in speaking and listening skills are their centrality to learning and thinking. Oral communication, listening and speaking, are integrally related.

Phil Backlund, Professor of Speech Communication at Central Washington University, states several reasons why speaking and listening skills have traditionally been neglected. He thinks that teachers assume students already have these skills. Curriculum developers have not given speaking and listening much attention and these skills are typically not taught.

TRADITIONAL METHODS OF TEACHING BEGINNING READING FAIL TO HELP ADULT AT-RISK STUDENTS

Traditionally, word attack strategies in reading start in second grade and continue through fourth grade (Chall,1983).. But the adult does not have years to learn beginning reading. Reading at the adult age must be strong enough to support the sophisticated reading needed in jobs and careers.

In the Whole Language approach, the teaching of skills occurs as teachers observe that students are developmentally ready and have a functional need for them in reading and writing. If it is agreed that reading is a science depending on the full recognition of words, then the position of the Whole Language proponents is untenable. The Whole Language theory proposes the harmonious approach of listening, speaking, reading and writing. But the person cannot read what he cannot decode or understand. The suggestion that the student be given material of high interest to him is difficult to apply because of the great variabilities in people's tastes. What is of interest to me may not be of interest to you. The list of "books of interest" has been made on a survey that may or may not include the involved person. "Books of interest" have not targeted the adult populations, because, if they did, there would not be the existing problem that only 9% of adults with literacy problems are being reached.

by current programs (Abrams & Smolen 1973)

The Whole Language approach suggests that the teaching of skills should occur as teachers observe that students are developmentally ready and have a functional need for them in reading and writing. Consider this position in the light of another body of knowledge, for example, plumbing. If the plumber is not taught how to mend a leaking pipe until he comes upon this problem in an actual emergency, he will not handle the problem expeditiously. The skilled person knows his trade. The skilled reader does not fumble over basics when reading. Skilled reading depends upon the development of perceptual linguistic and cognitive processes

Lack of word knowledge, lack of appreciation of pragmatic connotations of discourse; differences between the dialects of the student s reading materials and his oral language environment; difficulties in coordinating references; difficulties with metaphors and figurative language; and difficulties in appropriately altering one 's point of view are some stumbling blocks to effective reading. The reading disabled student could have a problem with functional literacy just because of lack of conceptual knowledge, or underdevelopment of the skill of naming concepts, as enumerated, and not because of inability to process written material. This can be noted in students such as Rosa and Ezechial where Performance I.Q. is so much greater than Verbal I.Q. Undoubtedly in these cases, the students have the ability to perform but are prevented from communication with others, either through the oral or printed mode, because of paucity of named concepts mastered in their repertoire. There is a big difference between saying, "Turn right on the street," and "Make a right turn on the corner of Main and Conners Street." One direction is vague, the other is definite. The person unable to name concepts is handicapped in communicating with another.

CAN THE LIMITED PROFICIENT ADULT GAIN FUNCTIONAL LITERACY?

Having examined the difficulties in teaching students to attain functional literacy, we can now answer the question raised at the start of this discussion: Can the limited proficient adult be academically supported and enabled to gain the necessary knowledge in reading/writing communication skills to successfully complete a degree program for integration into the workforce?"

We have seen that the methods of teaching beginning reading used thus far: phonics, language experience, whole language approach, have

not been successful in helping the majority of adults to attain the functional literacy necessary to successfully complete a degree program for integration into the workforce

Language experience and code-emphasis, including phonics, must be made part of the same lesson. Students should be taught the science and it is a science of how the letters of the alphabet are positioned in various words to form the words they form.

Teachers can help students learn functional literacy skills by building on speaking and listening skills, having students summarize orally, talk aloud when solving a problem, work collaboratively, express themselves clearly and listen critically.

HIGHER LITERACY SKILLS LINK TO COLLEGE PROGRAMS AND JOBS IN WORKPLACE

It has been found that students in the Hudson County Community College developed knowledge of course content material through listening and speaking communication skills, as outlined above. While students were developing listening/speaking skills, the reading support program ESTRI (Biggins, 1990) was used to develop functional literacy skills. The student learned how the letters in the word are joined together to make the word they make.

They were taught a systematic method for decoding unknown words while applying this method to the reading situation in their curriculum subject areas. For example, students were taught the sound-symbol correspondence for consonant *b* in *balloon* (initial place) and *b* in *tub* (the final sound in a word where interference is at a minimum and the more "pure" sound of *b* is heard). The *b* sound was isolated in content areas: Health (*bed*, submerge), Culinary Arts (*biscuits, tablespoon*), Secretarial Skills (*ribbon, carbon paper*). Students found other examples of the sound-symbol correspondence for consonant *b* in other texts. They cursorily discussed the meanings of these words, but were not required to remember the words as sight words. Focus on subject content was primary focus from the beginning. A signal for this concentration was given in a suggestion such as: "We can talk about this later (whatever concept was introduced by the words found by the students), but right now let's talk about..." (whatever the course subject content was for the day: Health - bed- proper making of the bed, patient comfort; Culinary Arts - tablespoon-measurement; Secretarial Skills - carbon paper-feeding carbon paper into the typewriter with the original)"

By introducing one sound-symbol correspondence at the time miscue of phonics sounds was kept to a minimum. If there was a miscue it was in the area of subject content area and this miscue was more easily handled through developing listening/speaking skills as mentioned previously. After all letter sound symbol relationships had been introduced students were taught to blend letters into syllables and then syllables into words. The idea of syllabication was presented to the students orally at first through the use of the cue word 'know' to which other syllables were added 'know,' 'knowing,' 'knowingly,' unknowingly. Students orally compared words to the cue word 'know' and its derivatives. Students were taught to recognize syllables in words in print even though the word itself might be unfamiliar to them at the time. They were taught to find syllables in words by following certain rules: (1) the vowels are long and short a' 'e' 'i' 'o' 'u.' 'r' vowels consist of these vowels with 'r' immediately after them ('ar,' 'er,' 'ir,' 'or,' 'ur,'), vowel combinations 'specials' 'oi-oy,' 'ou-ow,' 'ei-ey,' 'au-aw', 'w' and 'y' are vowels when they are not the first letter in the word. They were taught that there is the same number of syllables in the word as there are vowels. Vowels were counted according to specific rules: (1) where there is only one vowel in the word, there is only one syllable (cup), where two vowels come together in a word, count the combination as one vowel sound (boat), (3) when 'e' comes at the end of a word, do not count it (home) [although students were also told to count 'e' if 'e' is the only vowel in the word (he)], (4) when 'r' comes right after a vowel, count it as part of the vowel (car)', (5) 'w' is a vowel when it is not the first letter in the word and not part of a consonant blend (of which there are three: dw, sw, tw), (6) 'y' is a vowel when it is not the first letter in a word (toy).

Since the English language is a living language and many words are introduced into the vocabulary from other sources through adoption "exceptions to the rule" necessarily exist. Students were taught a technique for overcoming the problem of "exceptions to the rule." However, the fact that all words are made up of one or more syllables remains true in all cases.

CONCLUSION

Faculty were more disposed to view learning as a creative, active and socially interactive process than they were when they entered the program. Students who elected to take the program took subjects with the reading support system, ESTRI, as a core. Teachers embarked on the journey to change their practices because they could see that they were

not having the effect on students they had hoped Students found that they could succeed that they could develop functional literacy to complete a degree program for integration into the workforce

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